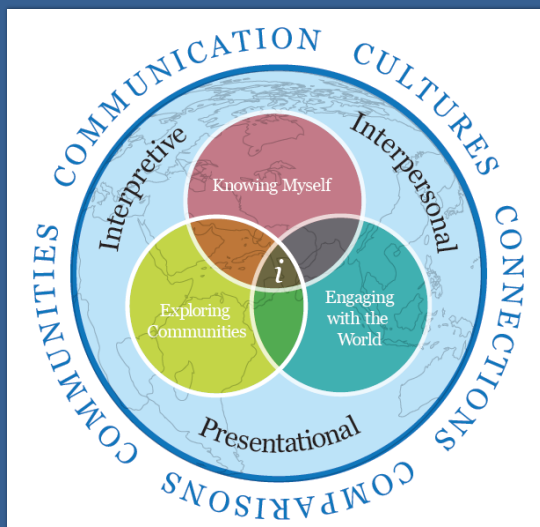


Interpretive Mode







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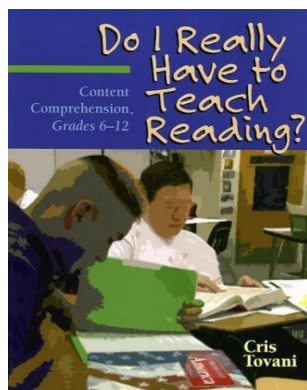
Keys to Planning for Learning: Effective Curriculum, Units and Lessons
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

August 2015

Agenda	 August Agenda.docx Details Download 82 KB
World Readiness Standards	 World-ReadinessStandardsforLearningL... Details Download 52 KB
NCSSFL-ACTFL Can Do Statements	 NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSSFL Global Benchmarks	 NCSSFL-ACTFL Global Can-Do Benchma...

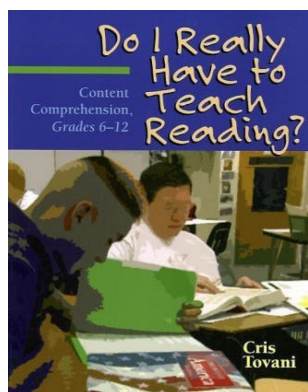
Focus Questions

- *How do I use authentic text to develop the interpretive mode of communication?*
- *How do I know if each individual student truly understands the text?*
- *What strategies can be used to enhance interpretive skills at all proficiency levels?*
- *How can I support literacy skills inherent in Common Core – close reading, textual evidence, etc.?*
- *How do I connect interpretive tasks to the essential question of the thematic unit?*



Everyone is a reading teacher.

Teaching reading is as important as teaching content.

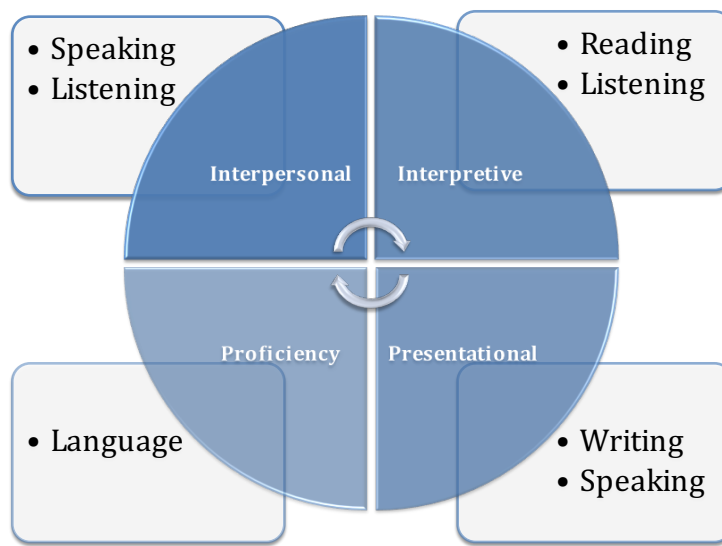


Are you a good, strategic reader in all content areas?

What have you struggled to read lately?

Alignment of National Standards with Common Core State Standards

6



Laura Terrill

Common Core Anchor Strategies

7

Reading

R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R10: Read and comprehend complex literary and informational texts independently and proficiently.

Laura Terrill

Working with authentic text

8

- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources



Laura Terrill

Common Core State Standards for English Language Arts and Literacy

Distribution of Literary and Informational Passages by Grade in the 2009 Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



Laura Terrill, Maine 2014

Importance of Authentic Texts

10

Authentic Text – text
written by speakers of
the target language for
speakers of the
language



- Real-world
- Culture rich
- Models of correct language

Laura Terrill

Selecting Authentic Text

11

Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,
with strong visual support.

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

Laura Terrill

Le blobfish, que l'on pourrait traduire par «poisson-tache» , existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

Laura Terrill, Maine 2014

Jean and Andre

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

What grade is Jean in?

Laura Terrill, Maine 2014

Enriching Content Classes for Secondary Students (National Level)

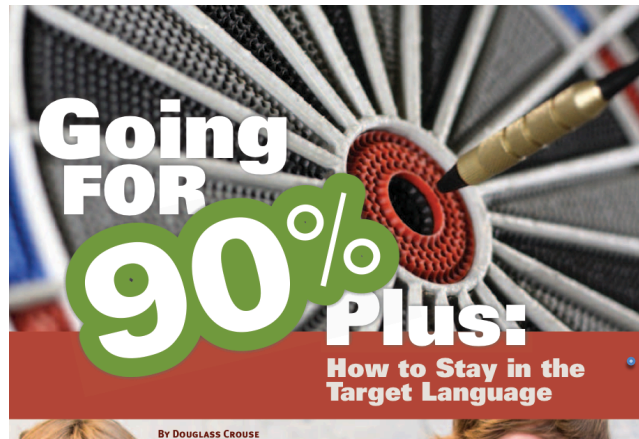
Education Systems: U.S. and France

U.S. Grade Level	France Grade Level
6	6
7	5
8	4
9	3
10	2
11	1
12	terminale

Laura Terrill, Maine 2014

Using the target language

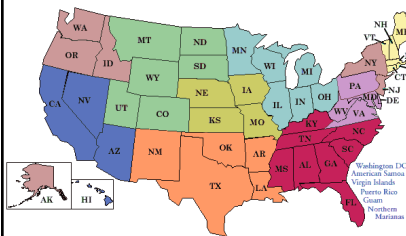
15



May I speak
English?

Laura Terrill

Ich habe zwei Heimatlaender



Laura Terrill, Maine 2014

The Differentiated Classroom: Responding to the Needs of All Learners

A young teacher tried her hand at developing her first differentiated lesson plan. "Could you give it a look and see if I'm on the right track?" she asked me.

Her 4th graders were all reading the same novel. She had fashioned five tasks, which she was going to assign to students based on what she perceived to be their readiness levels. The tasks were to

- create a new jacket for the book,
- build a set for a scene in the book,
- draw one of the characters,
- rewrite the novel's ending, or
- develop a conversation between a character in this novel and one from another novel they had read in class that year.

After I looked at the tasks, I asked a question I wish someone had insisted I answer daily in the first decade of my teaching: **"What do you want each student to come away with as a result of this activity?"**

She squinted and answered, "I don't understand."

I tried again: "What common insight or understanding should all kids get because they successfully complete their assigned task?"

She shook her head: "I still don't get it."

"Okay. Let me try another way." I paused. "Do you want each child to know that an author actually builds a character? Do you want them all to understand why the author took the time to write the book? Do you want them to think about how the main character's life is like their own? Just what is it that the activities should cause the students to make sense of?"

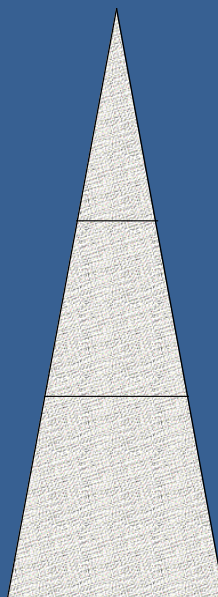
Her face flushed, and she waved her hand as if shooing away a bug. "Oh my gosh!" she exclaimed. "I thought all they were supposed to do was read the story and do something with it!"

Traditional Format

Reading
assignment
given

Independent
reading

Discussion to
see if students
learned main
concepts, what
they "should
have" learned



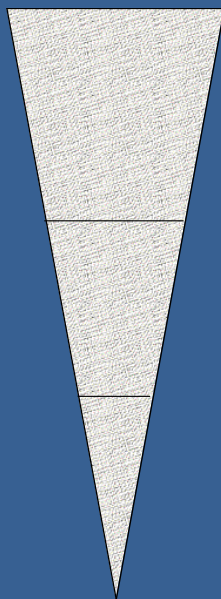
Adapted from McREL blackline masters

The Blurvle Ceremony

The axtlzbn is worn primarily by meebbs for the blurvle ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzbn.
2. Who wears an axtlzbn?
3. What ceremony is it for?
4. Fill in the blanks: The ____ is worn by ____ for the ____.

Strategic Format



Prereading activities:

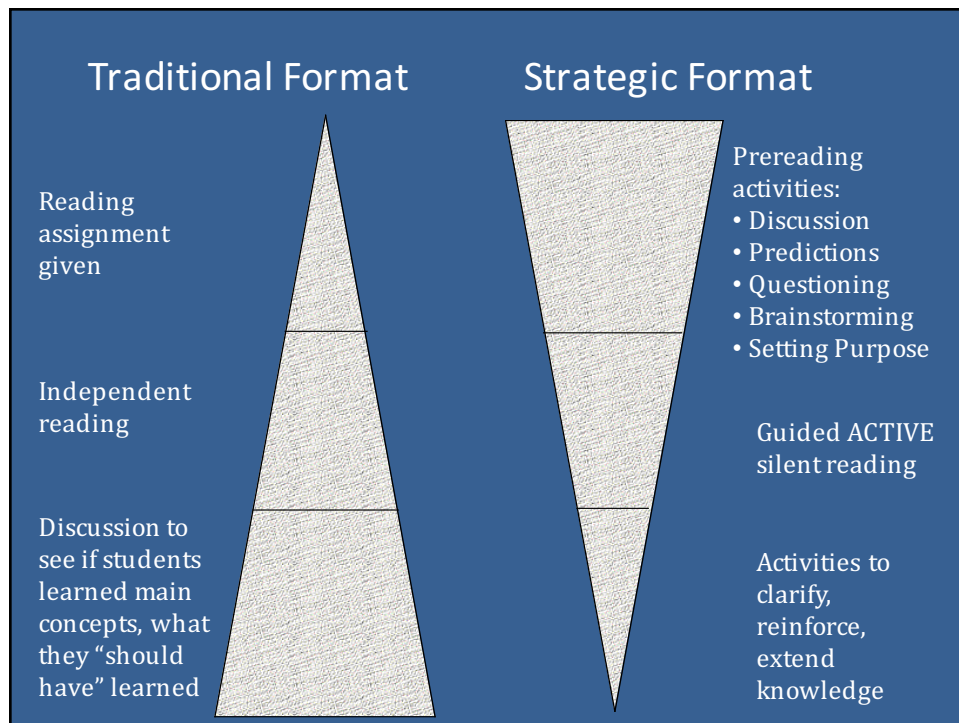
- Discussion
- Predictions
- Questioning
- Brainstorming
- Setting Purpose

Guided ACTIVE
silent reading

Activities to clarify,
reinforce, extend
knowledge

It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.





Interpretive Mode

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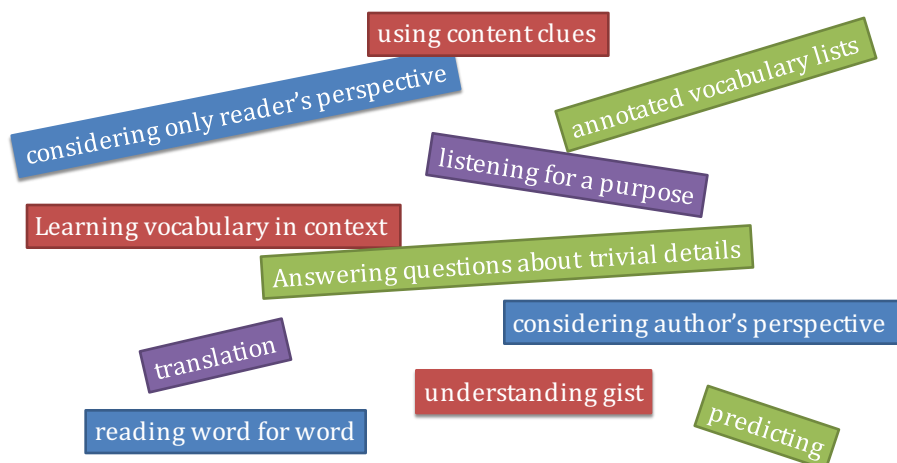
Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Laura Terrill

Interpretive Communication is.....

25



Laura Terrill

Interpretive Communication....

26

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

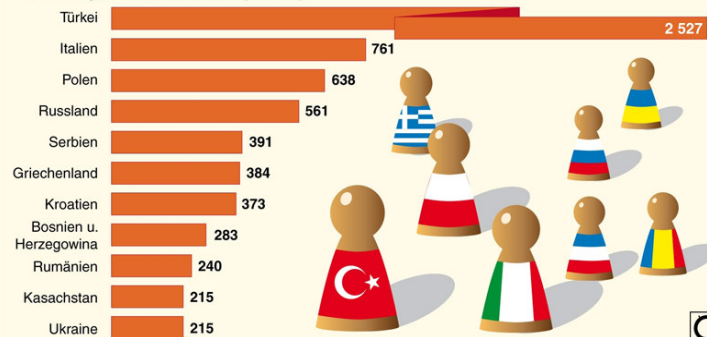
Laura Terrill

Migranten in Deutschland

In Deutschland leben 15,4 Mio. Menschen mit Migrationshintergrund (Zuwanderer und ihre Nachkommen)

darunter 8,1 Mio. mit deutschem Pass

Die wichtigsten Herkunftsländer (in 1 000)



Quelle: Stat. Bundesamt

Stand 2007

© Globus 2518

http://www.planet-wissen.de/alltag_gesundheit/gastarbeiter_und_migration/migrationsland_deutschland/index.jsp
ACTFL - Laura Terrill

Before Reading

28



- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

Laura Terrill

Greet and Go / Tea Party

You have been given a strip of paper with a sentence from this article. Circulate and read your sentence to others. Do not expand on what the card says. Do not make any notes. As you hear what others say, think about what the text is about. Return to your small group and make a prediction.

Anticipation Guide

Read the following 3 statements prior to reading the text and decide if you agree or disagree with the statement. Then, predict what you think the text will be about. As you read look for evidence to support your choice. When you finish reading, decide if you have changed your opinion.

	Before reading	After reading
1. Teachers find it easy to read professional articles.	Agree/disagree	Agree/disagree
2. Most teachers have organized systems for keeping track of new ideas.	Agree/disagree	Agree/disagree
3. It's best to understand the theory before trying a new strategy.	Agree/disagree	Agree/disagree

During Reading

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- Guided
- Active
- Silent
- Individual

Laura Terrill

Say Something

- Students pair and read a predetermined amount of text silently.
- When they reach the designated stopping point, they each need to say something. They can make a prediction, ask a question, make a comment or make a connection.
- If one person can't do one of the 4 choices, he/she needs to reread.
- The pair continues to read another section silently, alternating who begins to say something with each passage.
- Students may record their responses under column headings: prediction, question, comment or connection.

The Armchair Professional

The title of this column alludes to the armchair traveler —that most happy of tourists — who, through reading vicariously visits the world without spending a dime. If only professional development were that inexpensive!

What I'm suggesting is professional development on the cheap. All you need is a magazine, journal, book, or Web site about teaching ESL/EFL. Other topics will do: foreign language instruction, human psychological development, for example. This publication will do excellently. Then, simply find a comfortable chair, sit down, and read. Well, not quite. One of the sad truths I've discovered about my self is that, if I sit in a comfortable chair, I fall asleep. End of professional development. I'm not criticizing my colleagues' writing; it is simply a painful fact that most teachers don't sleep enough. I may sit down with excitement to read an article to improve my teaching and wake up 10 minutes later with no idea of what I've just read.....

excerpted from an article by Sheryl Slocum from the Essential Teacher; TESOL

The Armchair Professional

After I have finished reading the article or book, I must put my copy or carefully labeled notes somewhere accessible. The filing system I developed at first consisted of five folders labeled Reading, Composition, Pronunciation, Grammar, and Listening. Soon, though, more folders squeezed in: Games, Effective Teaching, Language Acquisition, and others. Filing systems are particular to teaching situations and mental categories. The point is not to put the article and notes in a pile to be filed later. That pile is still on my desk. Later when I want to work with a class on, for example, the rhythm of spoken English, I leaf through my Pronunciation file. Usually, such an excursion turns up three to five ideas to try in class.

excerpted from an article by Sheryl Slocum from the Essential Teacher; TESOL

After Reading

35



- clarify
- reinforce
- extend knowledge

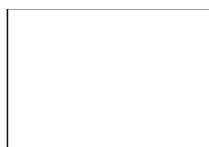
Laura Terrill

Sketch to Stretch

Create a symbolic representation of what the article means to you. Write your explanation of your drawing on the back of the drawing.



Sketch



Explanation

R.A.F.T

Role	Audience	Format	Topic
Tired teacher	Other teachers	Notecard	Best way to keep track of ideas
Armchair	Teachers	Complaint letter	Too much snoring
Pile of papers	Index cards	Thank you note	Feeling organized
Teacher	PDC	Email	Suggestion for professional development

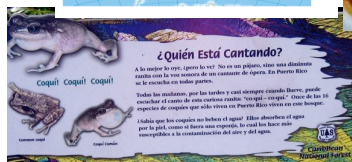
Processing — Teammates Consult



Spend a few minutes talking with your colleagues about what you've heard. What might you continue to do? do differently?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

In Search of the Coquí



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

Laura Terrill, Maine 2014

In Search of the Coquí

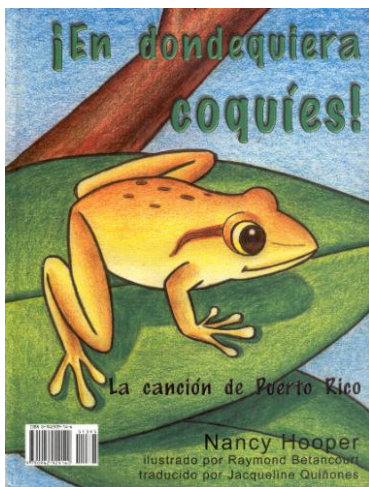
Students will travel to various sites in Puerto Rico in search of the elusive coquí. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coquí. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coquí.

Laura Terrill, Maine 2014

Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper

ISBN 0942929144

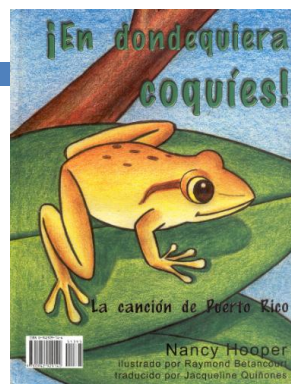


A
C
T
I
V
E

A.C.T.I.V.E.

Ask Questions

*Moving from text explicit to
text implicit*



Who?

Where?

If....then?

What?

Why?

Who can?

When?

Which would?

How did?

A.C.T.I.V.E.

Ask Questions

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.

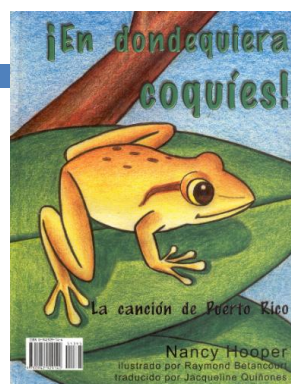
All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquís, the parrots chattered all day....but slept all night. Or tried to.

A.C.T.I.V.E.

Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

A.C.T.I.V.E

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

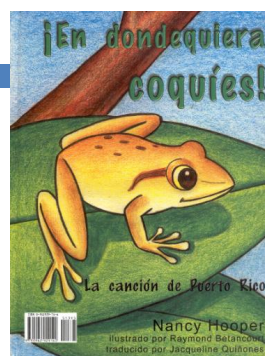
One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

A.C.T.I.V.E

Track Down

Determine the most important ideas and themes.



Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

A.C.T.I.V.E

Track Down

Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

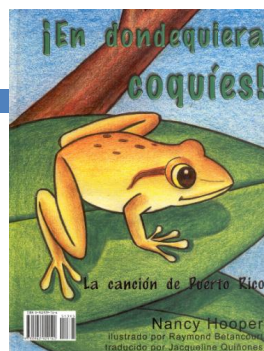
But they really frightened the little coquís! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquís silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

A.C.T.I.V.E.

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.



Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

A.C.T.I.V.E

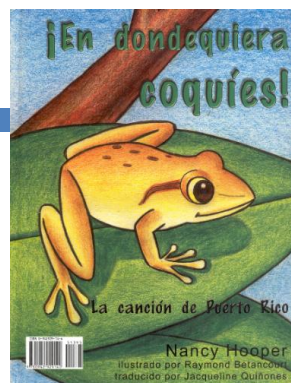
Making Inferences

The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

A.C.T.I.V.E

Visualizing

Create visual and other sensory images during and after reading.

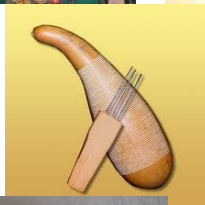


Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

A.C.T.I.V.E

Visualizing

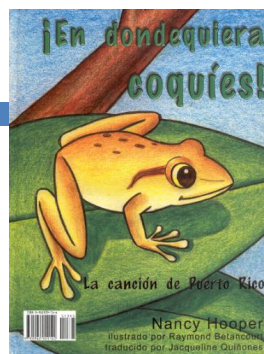
claves
güiros
maracas
cuatros
vejigante masks
santos



A.C.T.I.V.E

Eureka!

Retell or synthesize what has
 been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

R.A.F.T


Role	Audience	Format	Topic
parrot	coquís	letter	Complaining about the noise
parrot	coquís	song	Begging them to return
coquís	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquís	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

Les rythmes scolaires en Europe

(Classe primaire)

	<i>Jours de classe dans l'année</i>	<i>Durée de la semaine</i>	<i>Vacances d'été</i>
France	144	4 jours	8 à 9 semaines
Allemagne	188*	5 jours	6 semaines
Royaume-Uni	190	5 jours	6 semaines
Espagne	175	5 jours	11 semaines
Italie	200	5 jours	12 à 13 semaines
Pays-Bas	110 environ	5 jours	7 semaines

*208 en semaine de 6 jours

Source : rapport Schuman Sept.2011. 

Class Instruction in Target Language

Les rythmes scolaires en Europe

(Classe primaire)

<i>Jours de classe dans l'année</i>	<i>Durée de la semaine</i>	<i>Vacances d'été</i>
France 144	4 jours	8 à 9 semaines
Allemagne 188*	5 jours	6 semaines
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Italie 200	5 jours	12 à 13 semaines
Pays-Bas 110 environ	5 jours	7 semaines

*208 en semaine de 6 jours

Source : rapport Schuman Sept.2011. 

- Comparez le système de notre école avec les écoles autour du monde.
- Quel pays est-ce que tu préfères? Pourquoi?
- En considérant jours de classe quel pays....